

## ELLEN WOODSIDE ELEMENTARY

9122 Augusta Rd.  
Pelzer, SC 29669

**GRADES** K-5 Elementary School

**ENROLLMENT** 555 Students

**PRINCIPAL** Gary H. Long 864-243-5670

**SUPERINTENDENT** Dr. Phinnize J. Fisher 864-241-3456

**BOARD CHAIR** Tommie Reece 864-271-3619

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	60	26	1	0

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Unsatisfactory	N/A
<b>2002</b>	Average	Below Average	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Unsatisfactory	No

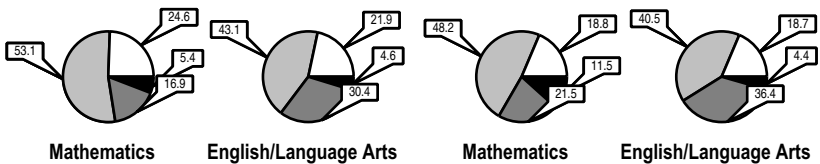
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

65.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	291	100.0	21.9	43.1	30.4	4.6	48.8	Yes	Yes
<b>Gender</b>									
Male	160	100.0	24.1	46.1	25.5	4.3	42.6		
Female	131	100.0	19.3	39.5	36.1	5.0	56.3		
<b>Racial/Ethnic Group</b>									
White	222	100.0	17.3	42.1	35.5	5.1	54.3	Yes	Yes
African-American	61	100.0	37.5	48.2	12.5	1.8	28.6	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	238	100.0	17.1	43.8	33.3	5.7	55.2		
Disabled	53	100.0	42.0	40.0	18.0	0.0	22.0	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	291	100.0	21.9	43.1	30.4	4.6	48.8		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	291	100.0	21.9	43.1	30.4	4.6	48.8		
<b>Socio-Economic Status</b>									
Subsidized meals	145	100.0	30.3	42.6	27.0	0.0	36.1	Yes	Yes
Full-pay meals	146	100.0	14.5	43.5	33.3	8.7	60.1		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	291	100.0	24.6	53.1	16.9	5.4	38.5	Yes	Yes
<b>Gender</b>									
Male	160	100.0	24.8	53.9	15.6	5.7	39.0		
Female	131	100.0	24.4	52.1	18.5	5.0	37.8		
<b>Racial/Ethnic Group</b>									
White	222	100.0	18.8	53.8	20.8	6.6	45.2	Yes	Yes
African-American	61	100.0	46.4	50.0	1.8	1.8	14.3	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	238	100.0	15.7	58.6	19.5	6.2	43.8		
Disabled	53	100.0	62.0	30.0	6.0	2.0	16.0	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	291	100.0	24.6	53.1	16.9	5.4	38.5		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	291	100.0	24.6	53.1	16.9	5.4	38.5		
<b>Socio-Economic Status</b>									
Subsidized meals	145	100.0	32.8	54.1	12.3	0.8	29.5	Yes	Yes
Full-pay meals	146	100.0	17.4	52.2	21.0	9.4	46.4		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	107	99.1	24.5	31.6	39.8	4.1	43.9
	<b>Grade 4</b>	121	96.7	30.8	39.3	29.9	N/A	29.9
	<b>Grade 5</b>	117	99.1	45.5	41.8	12.7	N/A	12.7
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	86	100.0	15.7	31.3	41.0	12.0	53.0
	<b>Grade 4</b>	103	100.0	24.2	48.4	25.3	2.1	27.4
	<b>Grade 5</b>	104	100.0	26.8	53.6	19.6	N/A	19.6
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	107	99.1	22.4	43.9	24.5	9.2	33.7
	<b>Grade 4</b>	121	100.0	25.7	45.0	23.9	5.5	29.4
	<b>Grade 5</b>	117	100.0	36.9	52.3	9.0	1.8	10.8
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	86	100.0	18.1	61.4	14.5	6.0	20.5
	<b>Grade 4</b>	103	100.0	25.3	48.4	22.1	4.2	26.3
	<b>Grade 5</b>	104	100.0	28.9	52.6	13.4	5.2	18.6
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 555)				
First graders who attended full-day kindergarten	0.0%	N/C	100.0%	100.0%
Retention rate	3.1%	Up from 2.3%	2.9%	2.7%
Attendance rate	96.0%	Up from 95.9%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.8%		4.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	4.8%		3.3%	3.5%
Eligible for gifted and talented	8.9%	Down from 9.6%	15.6%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.9%	Up from 11.5%	9.0%	8.2%
Older than usual for grade	0.9%	No change	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%

Teachers (n= 38)				
Teachers with advanced degrees	39.5%	Up from 33.3%	52.1%	51.4%
Continuing contract teachers	92.1%	Up from 81.0%	90.6%	87.5%
Highly qualified teachers**	94.3%	N/A	94.3%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	86.1%	Up from 85.0%	88.5%	86.7%
Teacher attendance rate	95.5%	Down from 97.8%	95.0%	94.9%
Average teacher salary	\$38,916	Up 3.0%	\$40,965	\$40,760
Prof. development days/teacher	19.7 days	Up from 10.9 days	12.2 days	12.4 days

School				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Down from 20.4 to 1	18.9 to 1	18.9 to 1
Prime instructional time	90.4%	Down from 93.0%	90.2%	90.0%
Dollars spent per pupil*	\$5,147	Up 1.3%	\$5,896	\$6,044
Percent of expenditures for teacher salaries*	63.5%	Down from 64.4%	65.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Ellen Woodside Elementary School, with a rich educational history for 80 years, is nestled in a serene setting in southern Greenville County. The heritage of the community is exhibited in the school through the values of high expectations, hard work, honesty, and respect for every individual. As evidence, the 2002-2003 year brought us special recognition as a Red Carpet Award Winner for our exemplary family-friendly environment.

Our school had an exciting and challenging school year as we went through the Portfolio Process to define our path in providing ALL students with a curriculum that offers a variety of instructional approaches. The Portfolio Process also verifies that we are continually addressing the needs of our students by establishing a collaborative action plan to guide our efforts.

With Academic Achievement as our #1 priority, we made teaching all students the focal point of our planning. We denoted students who had scored Advanced or Proficient in English-Language Arts that had a significant decrease in their performance. Therefore, a primary goal was developed to assure that our most successful students were taught curriculum that included critical thinking skills in the core of the units. Additionally, students that performed negatively in ELA by dropping from Basic were also targeted to receive instruction in critical thinking skills.

Teachers have received intense training in language arts with emphasis on writing and integration through the curriculum. Also, an Instructional Coach guided and supported teachers through our endeavors. Students scoring Below Basic, we have continued in remediation programs such as a 21st Century Grant, after-school programs, YMCA Homework programs.

The entire staff has had a rewarding year as we were identified by the South Carolina Department of Education as being an Exemplary Writing School. We achieved renewed accreditation through the Southern Association of Colleges and Schools. We also had 11 of our teachers receive Master's degrees. We will continue our programs of "high educational expectancy" by enlisting our community resources and by continuing to develop parenting programs for our at home partners. All students will be provided the highest quality of instruction and will be afforded the opportunity of fulfilling innate potential through the positive, creative, and challenging curriculum presented in a relevant and meaningful manner.

In short, we will continue to help students at Ellen Woodside Elementary "TRACK TO SUCCESS."

Gary H. Long, Principal

Deana Morris, SIC

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	38	103	73
<b>Percent satisfied with learning environment</b>	100.0%	95.1%	87.7%
<b>Percent satisfied with social and physical environment</b>	100.0%	93.2%	84.7%
<b>Percent satisfied with home-school relations</b>	86.8%	93.2%	67.6%

\*Only students at the highest elementary school grade level at this school and their parents were included.